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ABSTRACT

This cooperative developmental workshop for teachers, counselors, and administrators was intended to build an understanding of and commitment to career education by working in small groups to develop career education units for demonstration to the group as a whole. Lectures, discussion sessions, demonstrations, and work-team sessions focused on the following themes: (1) an age-graded career development model, (2) a continuum of career development theories, (3) the Comprehensive Career Education Model, (4) the Hackensack career education program, (5) the four Pennsylvania approaches, (6) self-awareness activities, (7) vocational education, and (8) industrial arts. Teaching techniques such as field trips, photography, role-playing, visual aids, simulations, games, and case studies were emphasized for the construction of career education units and district program planning, using the workshop as a change agent. Extensive workshop materials are presented, including sample units and evaluation results. (AG)

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A Cooperative Developmental Workshop

FINAL REPORT

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FINAL REPORT

A Cooperative Developmental Workshop For Career Education in Lancaster County

Eastern Lancaster County School District
Ephrata Area School District
Lancaster County Vocational-Technical Schools

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Workshop Director

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Pennsylvania State Dept. of Education

July, 1972

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Mr. Robert Simon
Dr. Luther Natter
Mr. Ken Samara
Mr. Richard Murr

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Bruce W. Tuckman
New Brunswick, N. J.
July, 1972

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I. INTRODUCTION

The Problem

Commissioner Sidney Marland of the U. S. Office of Education has set the goal that all students be provided with the opportunity not only of obtaining job-relevant vocational skills but to "...learn about the wide range of job possibilities, ...(to) learn what is involved in getting and holding a job, (to) have guidance and counseling toward matching his interests and abilities with a potential career, ... (and to) be guaranteed help in finding a job whenever he decides he is ready to enter the working world."

To these ends career education has burst forth on the national scene. However, national "movements" are often slow to take root on the local front, particularly when they are bucking the "academic" tradition as career education is. Schools still cater to the college-bound student, not realizing that greater and greater percentages of our youth will be employment-bound with less than a baccalaureate degree. Coupling this with the call for relevance has given rise to career education, the notion that students of all ages should learn about themselves and the working world in order to obtain a more meaningful place in it.

The Workshop was an attempt to spread ideas about and build committments to career education. The problem facing the Workshop, basically, was how to spread knowledge and techniques about career education while, at the same time, producing attitudes and committments which would motivate the participants to try out what they had learned in the Workshop in their own classrooms. A joint-district thrust in career education was also sought.

Objectives of the Workshop

The objectives of the Workshop are presented below. It was expected that upon completion of the Workshop experience, the participants would be able to:

(1) Describe basic concepts relevant to career education (e.g., age-grading, need for achievement, career education elements, occupational clusters).

(2) Describe the characteristics of extant career education models and projects (e.g., school-based model, Hackensack project).

(3) Describe approaches to be used by teachers for increasing students' career development (e.g., simulations, field trips, skill training, achievement games).

(4) Construct career education units for use by teachers in existing programs.

(5) Demonstrate the operation of constructed career education programs in the classroom.

(6) Demonstrate the ability to work constructively in small groups and teams.

(7) Demonstrate positive attitudes toward career education and toward the workshop.

(8) Construct models and strategies for introducing career education into the curriculum.

(9) Construct the outline of a proposal to continue the group career education effort beyond the workshop.

The first three objectives were considered cognitive in nature; the fourth and fifth refer to application; the sixth and seventh are affective; and the eighth and ninth refer to change.

Outcomes

The Workshop was designed for teachers, counselors, and administrators, most of whom were expected to know relatively little about career education at the outset. Thus, it was necessary to provide participants with knowledge about career education, ranging from knowledge of career development theories to knowledge of techniques useful in a career education program.

It was also intended that participants have some concrete goal to work toward in the Workshop, as well as something to take away with them. To accomplish these purposes, Workshop participants working in small groups were asked to develop career education units and demonstrate them to the total group.

Knowledges and skills, however complete, will not lead to action without supportive attitudes. Thus, one goal of the Workshop was to develop and sustain positive attitudes among the participants toward career education.

Finally, all attempts at in-service training are ultimately aimed at change in the classroom. This Workshop was different in this purpose only insofar as it aimed to produce change on a wider scale than just the classrooms of the participants. A principle intended outcome of the Workshop was a continuation of the joint-district effort begun in the Workshop in terms of operational programs for which additional grant funds might be requested. In other words, a proposal "skeleton" or plan of attack for the two Districts beyond the period of the Workshop would enable the Workshop to serve as the stimulus for more substantial incorporation of career education in the two Districts on something other than a chance basis.

General Plan of Operation

The workshop utilized resource people, resource material, tasks, and various types of sessions to achieve its goals. Approaches used in the workshop basically included the following four modes:

(1) Information transmission (lecture) - certain information was transmitted in a somewhat formalistic manner, including both a verbal presentation and the use of visual aids;

(2) Demonstration - many techniques were actually tried out on the workshop participants so that they could get a "feel" for them;

(3) Discussion (rap) sessions - large group sessions were used to discuss shared activities or matters of common interest;

(4) Work-team sessions - to gain skill working in small groups and to accomplish task activities, work-teams were formed and met on a regular basis. (Toward the end of the workshop, work-team compositions changed to meet the demands of the tasks at hand).

It is important to emphasize the following points about the operational plan of the workshop.

(1) The techniques used in the workshop were employed as models that teachers might use in their own classrooms. Rather than talking about role-playing, games, field trips, etc., these procedures were actually used in the workshop so that participants might experience them first-hand in much the same way that children do. In essence, then, participants were cast in the role of school children and afforded the opportunity to see and experience approaches as children would see and experience them in the classroom.

(2) The style of leadership employed in the workshop was non-directive or student-centered. The workshop was structured via planning and structuring of the program. Much responsibility was left to the participants in order to allow the workshop to fit their needs. In essence, the participants were allowed and encouraged to exercise a proprietary interest.

Topics and Themes

The workshop covered the following topics and themes:

(1) An age-graded career development model - developed by the workshop director and providing guidelines for generating career education experiences at different grade levels.

(2) A continuum of career development theories - ranging in complexity from "fatalism" to Donald Super's self-concept theory.

(3) The Comprehensive Career Education Model (CCEM) - developed at Ohio State University and being tried out at six test centers. This school-based model provides a framework for large-scale career education activities.

(4) The Hackensack program - one of the test sites for the CCEM.

(5) The Pennsylvania implementation approaches to career education - four programs in Pennsylvania and how they fit together.

(6) Learning models and exercises - classroom activities in which students participate to learn more about themselves and the world around them.

(7) Simulations and games for career education - "boxed" and available to help students explore.

(8) Visual aids - single-concept loop films and technimatic overhead transparencies for use in learning about careers.

(9) Vocational education - a means of providing skills.

(10) Industrial arts - A source of exploration and general skills.

(11) Industrial Arts Curriculum Project (IACP) - a program to help acquaint junior high students with the worlds of industry.

(12) Field trips - one of the more obvious modes of career awareness.

(13) Photography - a technique for bringing the world into the classroom.

(14) Role-playing and case studies - two other techniques for bringing the world into the classroom.

Applications

Two major applications of the above topics and themes were employed in the workshop.

(1) Construction of career education units - participants working on small work-teams constructed and demonstrated career education units as a way of (a) applying what they had learned, (b) giving them a concrete task on which to focus, and (c) enabling them to have something concrete to take home and try out.

(2) Development of a proposal for continuation of career education in the two districts - participants formed work groups and developed some organizational and substantive plans for the future, thus using the workshop as a catalyst for change.

II. METHODS AND PROCEDURES

Participants

Participants were recruited on a voluntary basis from each of the two participating school districts, Eastern Lancaster County (New Holland) and Ephrata Area. The 25 people who attended the workshop were drawn from the teacher, counselor, and administrator ranks, and from elementary, junior high, and senior high levels. They are listed below, in Figure 1, according to their work-team assignment.

Figure 1. Workshop Participants

High School Team (#1)	Junior High Team (#2)
(NH) Ed Allen (business ed.)	(E) Anne Beck (science)
(E) Ken Decker (guidance)	(E) Phyllis Brubaker (guidance)
(E) Ken Hoover (admin.)*	(E) Jim Elder (guidance)*
(E) Ann Hoxie (soc. stud.)	(E) Pat Kwitkoski (lang. arts)
(E) Jack Smith (soc. stud.)	(NH) Dave Martin (ind. arts)
(NH) Betty Smoker (home ec.)	(NH) Jim Middlekauf (guidance)
(NH) Bob Weaver (phys. ed.)	

Elementary School Team (#3)	Elementary School Team (#4)
(NH) Bob Alspach (admin.)	(NH) Laura Davis (K)
(E) Lew Ayres (vo. ag.)	(NH) Russ Gehman (admin.)
(NH) Eloise Bretch (6th gr.)	(NH) Bob Herr (vo. ag.)
(E) Gary Funck (5th gr.)	(E) Nancy Shortuse (2nd gr.)
(E) Jim Hess (6th gr.)	(NH) Nancy Stackhouse (2nd gr.)
(NH) Richard Stackhouse (4th gr.)	(E) Alice Ueberroth (phys. ed.)

E=Ephrata, NH=New Holland *part-time

Planning the Workshop

The workday time schedule for most of the days of the workshop appears below in Figure 2.

Figure 2. Workshop Daily Time Schedule

(1)	Work-team session	8:45 - 10:15
(2)	Resource presentation	10:15 - 12:15
(3)	Lunch	12:15 - 12:45
(4)	Resource session	12:45 - 2:45
(5)	Work-team session	2:45 - 4:15

The workshop lasted 10 days, beginning on Monday, June 12, and concluding

on Friday, June 23. The daily schedule, shown above, was arranged to allow resource people time to travel to the workshop location (few resource people stayed over; most commuted to-and-from the workshop the same day as they appeared) and to return home. The total workshop plan is shown in Figure 3.

Figure 3. Workshop Plan

Day 1 (June 12)

Theme: Orientation

Resource person: Bruce Tuckman

1, 2. a) collection of pretest data
b) introductions (forced learning game)
c) description of workshop plan (objectives, ground rules, methods, schedule, etc.)
d) feedback from participants to workshop plan
3. a) presentation of age-graded model (Tuckman)
b) group discussion of model
4. a) organization of small work teams (WT's)
b) work-team session #1 (orientation)

Day 2 (June 13)

Theme: Career Development

Resource person: Jim Kelz (Penn State University)

1. Warm-up exercise (for work-teams): Case study discussion (group problem-solving relevant to career development)
2. Presentation and discussion of theories of career development and vocational decision-making (Kelz)
3. Role-play activities relevant to comparison of career development models (Kelz)
4. Work-team session #2

Day 3 (June 14)

Theme: CE Models and Project

Resource persons: Kurt Moore (Ohio State University)
Clarence Dittenhafer (Penna. State Dept. of Education)

1. Discussion of national change strategies
2. Presentation and discussion of Ohio State school-based model (Moore)
3. a) Presentation and discussion of Hackensack project (Moore)
b) Presentation of State models for Pennsylvania (Dittenhafer)
4. Work-team session #3

Day 4 (June 15)

Theme: Developing self-awareness and teamwork

Resource person: Richard Carlson (Rutgers University)

1. Work-team session #4
2. Participation and discussion of achieving and valuing exercises (Carlson)
3. Participation in and discussion of conflict and self-concept exercises (Carlson)
4. Work-team session #5

Day 5 (June 16)

Theme: Simulations and kits

Resource person: Dennis Golabek (N.J. Occupational Resource Center)

1. Work-team session #6
2. Playing and discussing the Life Career Game and the use of games (Golabek)
   Golabek will bring a large number of games, kits, and catalogues for participants to examine.
3. Playing and discussing Consumer, Marketplace, Ghetto and other games and kits (Golabek)
4. Talkback session (Evaluation of 1st half of workshop)

Day 6 (June 19)

Theme: Vocational exploration and preparation

Resource person: Vincent Walencik (Montclair State College)

1. Work-team session #7
2. Presentation and discussion of the cluster concept and comprehensive vocational secondary school programs (Walencik)
3. Presentation and demonstration of Industrial Arts Curriculum Project (IACP) programs for vocational exploration at the junior high level (Walencik)
4. Work-team session #8

Day 7 (June 20)

Theme: Field trips and the camera

Resource person: Myron Corman (Rutgers University)

1,2. Field trip (to New Holland Machine Company) conducted by tour guide who ran field trip as if participants were students

3. Demonstration of the use of photographs taken during the morning field trip as a basis for a career education unit (Corman)
4. Work-team session #9

Day 8 (June 21)

Theme: Demonstrations of units and implementation

Resource persons: Work-teams 1 and 2

1. Work-team #1 demonstration and discussion of implementation
2. Work-team #2 demonstration and discussion of implementation
3. Large group strategy implementation session*
4. Small group strategy implementation session

Day 9 (June 22)

Theme: Demonstration of units and implementation

Resource persons: Work-teams 3 and 4

1. Work-team #3 demonstration and discussion of implementation
2. Work-team #4 demonstration and discussion of implementation
3. Large group strategy implementation session**
4. Small group strategy implementation session**

Day 10 (June 23)

Theme: Changing the system

Resource persons: All participants

1. Pasttesting
2. Talkback and strategy session for change
3. Design of immediate strategy and proposal development
4. Luncheon Banquet

The workshop was held in the Lancaster County Area Vocational-Technical School in Brownstown, Pennsylvania.

Role of Resource Personnel

The role of resource personnel was to provide workshop participants with input information pertaining to career education concepts, models, and

* Demonstrations were originally planned as half days each. At the June 16 talkback session, participants opted for more planning time.

** These sessions were cancelled due to Hurricane Agnes.

teaching techniques. Each resource person was contacted well in advance, in person or by telephone, and their intended role conveyed to them by the workshop director. Following this up, each resource person was sent a copy of the workshop (1) objectives, (2) plan (see Figure 3), (3) bibliography (see Appendix A), and (4) evaluation procedures (to be described later). Resource persons were, in all but one instance, people the director had worked with and were extensively briefed in terms of the nature of their role.

The following points were emphasized:

(1) Deal with the topic as labeled in the plan;
(2) Provide for participation wherever possible;
(3) Use visual aids as extensively as possible;
(4) Organize yourself to communicate to teachers (i.e., be concrete, practical, and to the point).

Each resource person was made aware that he would be evaluated by the participants, both in terms of content and style.

Conducting the workshop

The workshop consisted of the types of sessions described below.

A. Resource Presentations

Presentations were made on Monday, June 12, by the workshop director on an "Age-Graded Model for Career Development Education"; on Tuesday, June 13, by Dr. James Kelz on theories of career development; on Wednesday, June 14, by Mr. Kurt Moore on the Comprehensive Career Education Model (the school-based model) and its application in Hackensack, New Jersey; also on Wednesday, June 14, by Dr. Clarence Dittenhafer on Pennsylvania's approach to career education; and on Monday, June 19, by Mr. Vincent Walencik on vocational education, industrial arts, the cluster concept, and career education.

Resource presentations (described in more detail later) took essentially the form of lectures, supplemented by visual aids. The purpose of these presentations was to transmit information. In most instances, hand-outs were also provided.

B. Resource Demonstrations

Some resource personnel utilized the mode of demonstrations to transmit ideas and techniques. On Thursday, June 15, Mr. Richard Carlson of Rutgers University demonstrated learning models for self-awareness and achievement motivation. On Friday, June 16, Mr. Dennis Golabek of the New Jersey Occupational Resource Center demonstrated games, simulations, and visual aids for career education. On Monday, June 19, Mr. Louis Guarino of the Newark, New Jersey Public Schools demonstrated a lesson using the Industrial Arts

Curriculum Program (IACP).* He was assisted by Ernest Crawford and Donald Smack, two ninth graders at the West Kinney Junior High School in Newark, N. J. On Tuesday, June 20, Mr. Myron Corman of Rutgers University demonstrated a lesson using photographs taken on a field trip.

C. Field Trip

On Tuesday, June 20, the workshop participants took a field trip to the New Holland Machine Company in New Holland, Penna., a company that manufactures agricultural machinery. During the two-hour field trip (conducted by a company tour guide), Mr. Myron Corman used a Polaroid Camera and color-pack film to take 48 photographs of men and women working in various occupations in the company, which he then used in his subsequent demonstration.

D. Discussion Sessions

Following most of the presentations and following the field trip, large group discussions were held.

E. Work-Team Sessions

Work-team sessions were one of the major functional activities of the Workshop. Participants were organized into four work-teams; each work-team was asked to create a career education unit and demonstrate it on the total group.

Work-teams were organized by school level and across school district. In other words, work-teams 1 and 2 were high school and junior high school respectively and work-teams 3 and 4, elementary school. Each work-team was expected to develop teamwork and a plan or strategy for continuing interaction and facilitating change in their school(s). In other words, the work-teams were functional and operational.

The Workshop Director served as a resource person for all four teams. Beyond this, no attempt was made to structure these work-team sessions in advance - in order that their structure be as emergent as possible. Work-teams met approximately twice a day.

F. Awareness Sessions

On two occasions "awareness" sessions were conducted. The first was a discussion of a case study, The Northton Case Study (see Appendix A) involving a dispute over a cooperative work-study program, by the four work-teams. Following the work-teams' discussion, the issue was discussed by the total group (with the assistance of Dr. Kelz), and role-played by some of the participants.

* Mr. John Lupo, Sales Representative for McKnight & McKnight Publishers, publisher of IACP, made a presentation about IACP.

The second awareness session was a Value Clarification Exercise (see Appendix A) used as a model for teachers to use with their students for purposes of developing self-awareness.

G. Work-Team Demonstrations

On Wednesday and Thursday, June 21 and June 22, the four work-teams demonstrated the classroom units they had developed during the Workshop. The participants served as the "students" on whom these units were demonstrated. (These demonstrations will be described later in this report.)

H. Strategy Implemention Sessions

On Wednesday, June 21, and Friday, June 23, large and small group sessions were held to plan for a continuation of career education activities in the two districts. Small group sessions were organized at times by district and at times by school level. (The results of these sessions will be described later in this report.)

Orientation of Participants

Prior to the Workshop, each participant received a copy of the workshop objectives, daily plan and schedule, and bibliography. On Monday morning, June 12, when the participants began the workshop, they experienced three kinds of orientation activities:

(1) The Name Game - a repetitive, forced learning situation that "breaks the ice" by enabling each participant to learn each other's name and a little about each other.

(2) A description of the workshop objectives, plan, daily schedule, methods, ground rules, resource people, work-team structure, and evaluation procedures.

(3) An opportunity to raise questions and offer suggestions.

Abstracts of Resource Presentations and Demonstrations

On the pages that follow are brief abstracts of each resource presentation and demonstration.*

* Dr. Dittenhafer's short presentation has not been abstracted. Information about it can be obtained from Dr. Dittenhafer at the Pennsylvania State Department of Education.

An Age-Graded Model for Career Development Education

Bruce W. Tuckman *

An age-graded model is a model of child development which provides a basis for suggesting career development activities and experiences that are likely to work for children at different ages and grade levels. Rather than guessing at what kinds of themes and media are likely to work at different grade levels, the model provides a structure for deriving more substantive hypotheses.

The presentation focused on the eight stages depicted on the following two pages (Figures 4 and 5). (A copy of the full paper was provided for each participant.)

* Dr. Tuckman is Professor of Education at Rutgers University, New Brunswick, N.J.

Stage	Grade Range	Age Range	Major Orientation Toward	Ginzberg	Erikson	Piaget	Necessary for Progression
1) unilateral dependence	K-1	5-6	External control; external criteria for evaluating behavior (need: being secure)	Fantasy	Trust vs. Mistrust (What are the rules?)	Preoperational thought — — — Moral realism	(1) permission to oppose authority (2) trust (3) opportunity for independence
2) negative independence	1-2	6-7	Opposition to external control; focus on self and internal control (need: doing it my way)	Fantasy	Autonomy vs. shame, doubt (Am I my own master?)	Preoperational - Concrete operations — — — Heteronomy	(1) autonomy (2) freedom to set own standards (3) encouragement to socialize
3) conditional dependence	2-3	7-8	Concern with pleasing others, empathy, and developing social standards (need: being accpeted)	Fantasy	Initiative vs. guilt (What do my peers expect of me?)	Concrete Operations — — — Mutual Respect	(1) acceptability by peers (2) successful interaction and play experiences (3) opportunity to expand learning
4) interdependence	4	9	Increased independence from adults and reliance on self and past experience; others used as source of information (need: exploring	Fantasy	Industry vs. inferiority (What am I capable of?)	Concrete Operations — — — Intentionality	(1) information-rich environment (2) freedom to search (3) new challenges

Fig. 4 - Chart of the four primary stages of child development. (The small circle represents self; the large others-environment; the subdivisions, differentiations; the lines, mappings; the empty circles, higher-order concepts.)
(Figure 2 in original source)

Stage	Grade Range	Age Range	Major Orientation Toward	Ginzberg	Erikson	Piaget	Necessary for Progression
5)external support	5-6	10-11	Approval by external sources; need for external anchors to guide behavior	Tentative (Interests)		Concrete Operations	(1) support by external agents (2) independence without threat
6)self-determination	7-8	12-13	Being able to exercise control over one's fate; need for a sense of self	Tentative (Capacities)	Identity vs. Role diffusion (Who am I?)	Concrete Operations Formal Operations	(1) Opportunity to decide on one's own behavior (2) Freedom to challenge authority and tradition (3) Encouragement to relate
7)mutuality	9-10	14-16	Being able to establish meaningful relationships with others; need for social norms and accpetance	Tentative (Values)	Intimacy vs. Isolation (Who are we?)	Formal Operations	(1) Establishment of relationships (2) Peer group identity (3) Desire and support to learn and grow
8)autonomy	11-12	17-18	Being able to learn and produce; need to understand and be creative	Tentative (Exploration)	Generativity vs. Stagnation (What can I become?)	Formal Operations	(1) Opportunity for productivity without social restraint (2) Stimulation (3) A new challenge

Fig.5 - Charts of the Four Middle-Secondary Stages of Child Development
(Figure 3 in original source)

Vocational Development Theories

James Kelz *

This presentation focused on eight classes or categories of vocational development theory ranging on a continuum of complexity. Starting with the simplest and proceeding to the most complex, these theories, each attempting to explain career decision-making behavior are:

(1) CHANCE -- including sociological emphases (ses, race, parents), and accident at birth.

(2) IMPULSE

(3) TRIAL and ERROR

(4) MATCHING (trait-factor, actuarial) -- a. know self, b. know choices, c. compare and select (simple predictions).

(5) DECISION THEORY (for selection of alternatives) -- emphasizes maximization of gain, minimization of loss (probability).

(6) PSYCHOLOGICAL EMPHASES (e.g., Bordin, Holland) -- typology - e.g., realistic, intellectual, social, conventional, enterprising, artistic.

(7) DEVELOPMENTAL EMPHASES (e.g., Ginsberg) -- a. fantasy stage (ages 5-12), b. tentative stage (ages 12-18), c. realistic stage (ages 18+).

(8) DEVELOPMENTAL-SELF-CONCEPT DEVELOPMENT (Super) -- choosing an occupation to implement one's self-concept; processes: a. formation, b. translation, c. implementation - through stages of growth, exploration, establishment, maintenance, and decline.

* Dr. Kelz is Professor of Counseling and Guidance at The Pennsylvania State University, University Park, Pennsylvania.

The Comprehensive Career Education Model (CCEM)

Kurt Moore *

The CCEM or school-based model was developed by The Center for Vocational and Technical Education at The Ohio State University and is being tested at six pilot test centers, including Hackensack, New Jersey. The model is oriented around The MATRIX shown in Figure 6 and related to the Career Information Model shown in Figure 7.

Currently the six pilot local education agencies (LEA's) are engaged in the development of 15-hour UNITS (i.e., packages, lesson plans). Each unit will follow the format: (1) goals, (2) performance objectives, (3) introducation to lesson, (4) strategies, (5) summary, (6) evaluation (test). The sequence of activity in the next developmental stage with respect to units will be: (1) development of units by LEA's, (2) pilot testing of units by LEA's,(3) refinement of units by LEA's, (4) distribution of units to other five LEA's, (5) testing of all units in all LEA's, (6) final refinement of units.

A measurable performance objective was defined as an educational goal stated in a way to clearly answer three questions about the teaching-learning-evaluation process: (1) what will the students be expected to do? (2) under what conditions and with what materials will he be expected to do it? (3) how will the teacher and student know when the task is being performed satisfactorily?

(Mr. Moore also showed a 13 minute film about career education developed in Hackensack, New Jersey.)

* Mr. Moore is a career education specialist at The Center for Vocational and Technical Education at The Ohio State University serving as an on-site coordinator at The Career Education Center, Hackensack, New Jersey Public Schools.

	K	1	2	3	4	5	6	7	8	9	10	11	12	
Career Awareness														Career Identity
Self Awareness														Self-Identity
Appreciation, Att.														Self-Social Fulfillment
Decision-Making Skills														Decision Making
Economic Awareness														Economic Understandings
Skill Awareness and Beginning Competence														Employment Skills
Employability Skills														Job Placement
Educational Awareness														Educational Identity

Figure 6 CCEM MATRIX

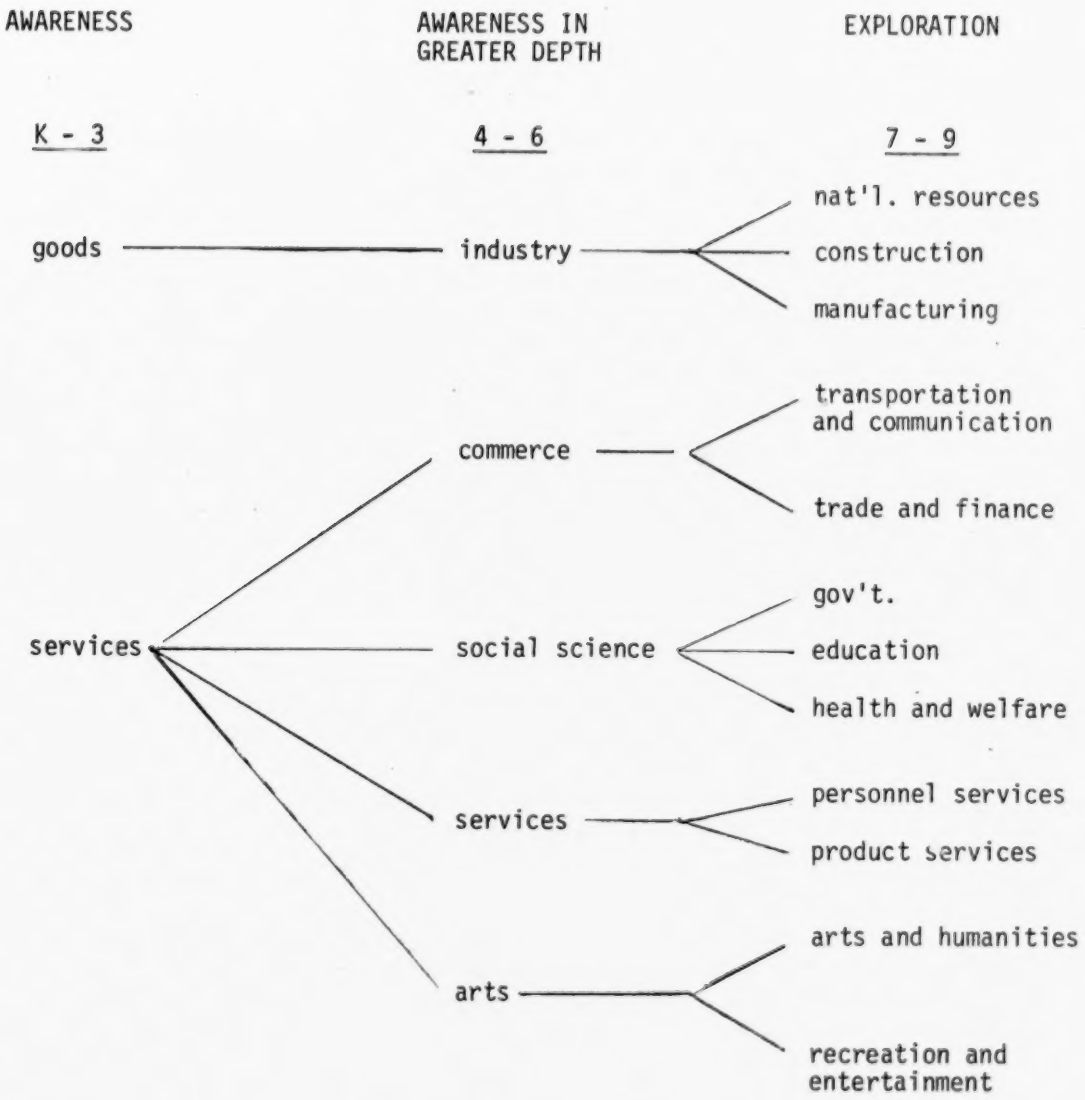

Figure 7 Career Information Model of the CCEM

Learning Models, Self-Awareness, and Career Education

Richard Carlson *

The first demonstration covered the use of a group learning model and utilized mathematics as the subject area. Participants were given an 11 item math test, and bid on the number they expected to get right. They then took the test and scored it. Their scores were recorded. They were then randomly assigned to one of three groups and told that after 45 minutes a representative from each small group would be randomly chosen and these representatives would complete a second, similar math test. That group's representative gaining the highest score on the second test would win for his group. The Workshop Director was assigned the role of facilitator to assist any of the groups, if asked.

In essence, then, this learning model utilizes team teaching in the true sense of the term, with competitiveness providing the incentive. At the end of 45 minutes, all of the participants took the second test following the same procedure as the first. (The competition part was never actually done.) Gains from pretest to posttest for the three groups were 54%, 46%, and 37%, illustrating the effectiveness of this learning model.

The second demonstration involved goal setting. Each participant was given a "monument" erected in his honor in the year 1982 and asked to inscribe on it what he felt would be a fitting memorium of his accomplishments. Participants shared their memoriums with one another.

Six steps in achievement motivated behavior were then listed as follows: (1) set a goal, (2) take moderate risks, (3) research the environment, (4) make a decision to pursue your goal (i.e., take responsibility for goal attainment), (5) establish a plan of action, and (6) use feedback.

The last demonstration, one of group problem-solving, involved an activity called The NASA Game. Participants were given the following instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important, and so on through number 15, the least

* Mr. Carlson is an educational consultant and is presently completing his doctoral work in vocational-technical education at Rutgers University.

important.

____ Box of matches

____ 50 feet of nylon rope

____ Portable heating unit

____ One case dehydrated Pet Milk

____ Life raft

____ 5 gallons of water

____ Stellar map (of the moon's constellation)

____ Solar-powered FM receiver-transmitter

____ Food Concentrate

____ Parachute silk

____ Two .45 calibre pistols

____ Two 100 lb. tanks of oxygen

____ Magnetic compass

____ Signal flares

____ First aid kit containing injection needles

Participants ranked each item individually, first, and then were divided into three small groups. Each group had one hour to arrive at a group ranking by consensus. Representatives of each group then took turns, as captains, attempting to arrive at a consensus ranking for the total group (which took about 45 minutes), and were then given the correct answers as generated by NASA staff members. This activity was a demonstration of decision-making from individual to group.

Simulations, Games, and Aids for Career Education

Dennis Golabek *

In addition to demonstrating the use of overhead transparencies depicting motion and single-concept closed loop films, and to making available a wide array of literature, handouts, and examination samples of games and simulations, two games were demonstrated. The participants first played a game called STARPOWER which deals with the uses of power and conflict in a culture or society. The game, marketed for $15 by Simile II, P. O. Box 1023, LaJolla, California, involves decision-making, strategic thinking, and coalition formation. Players are cast into the roles of members of a low mobility, three-level society with placement in a level being determined either by predesign, or random factors. Those who thus gain upper status are given the right to rule and in this demonstration, the elite rulers created an oppressive regime driving the non-ruling classes to revolt. This game helps teach students about the realities of power, a force they will come in contact with and be affected by in their own career strivings and career pursuits. As such, the game contributes to the growth of self-awareness, particularly as it is involved in interaction with others.

The second game the participants played was CONSUMER, a game using role-playing to simulate consumers and credit agents. It is designed to illustrate the effective use of income and credit in planning purchases. The format of the game is a simulated marketplace in which goods are offered for sale and credit is obtainable. Players make many of the decisions faced in life by persons on a limited income. The winning strategy is to acquire as many points as possible by buying products at their maximum point value, while at the same time keeping interest charges to a minimum.

CONSUMER is marketed by Western Publishing Company, 150 Parish Drive, Wayne, New Jersey, and costs $30. Like STARPOWER, it generated considerable enthusiasm and involvement of the participants as it typically does of high school students. Both games help to develop decision-making skills, while CONSUMER focuses, in addition, on economic understanding.

The two simulation games demonstrated, plus many others, are described in considerable detail in The Guide to Simulation Games for Education and Training by David Zuckerman and Robert Horn, which is also distributed by The Western Publishing Company.

(Centers like the New Jersey Occupational Resource Center are invaluable sources of help to teachers in bringing them in contact with the wealth of material available for career education. A portion of those materials were on display through the courtesy of Mr. Golabek.)

* Mr. Golabek is a materials specialist for the Occupational Resource Center of the New Jersey State Department of Education.

Industrial Arts, Vocational Education and Occupational Clusters

Vincent Walencik *

The presentation focused on the three concepts listed in the title as they relate to career education. An occupational cluster was described as a concept aimed at developing skills and understandings related to a number of allied fields which would prepare a person to enter a family of occupations rather than a specific occupation. The functions of the cluster concept were described as (1) vesting the occupational preparation of all individuals into a relevant total educational structure; (2) classifying occupations into logically related groups on the basis of identical or similar elements; (3) classifying similar teaching skills and knowledge requirements; (4) preparing students in a family of occupations rather than a specific occupation; (5) increasing the job mobility of a person; (6) making job entry more readily obtainable; (7) providing students with a multi-stage jumping-off point to new levels of education and employment; and (8) providing students with flexibility in the face of technological and economic change.

Fifteen occupational clusters were identified (along with sub-clusters). These are shown in Figure 8. Specific illustrations and elaborations were then shown for a mechanical cluster, a health cluster, and a home education cluster. The development of career clusters was described as involving the following six steps: (1) collection of data from the world of work; (2) establishment of key occupations; (3) derivation of occupational clusters; (4) analysis of key occupations; (5) analysis of tasks; (6) analysis of instruction.

The next focus was on the relation between vocational education (i.e., preparation for gainful employment in skilled, semi-skilled, and technical fields or for further technical education), industrial arts (i.e., education to understand industry and industrial processes, to develop basis skills and potentials for tool and technical endeavors, and to develop problem-solving and creative abilities), and career education (i.e., education by which individuals develop the skills necessary to make intelligent career choices.** Both vocational education and industrial arts were seen as meeting career awareness, self awareness, educational awareness, work attitudes, economic understanding, and employability skills objectives of career education. Vocational education was seen as meeting the vocational skills objective. Neither was seen as meeting the objective of decision-making skills.

The final focus of the presentation was on the variety of programs available in industrial education (a presumable marriage between vocational education and industrial arts). Programs described ranged from Introduction

* Mr. Walencik is assistant professor of industrial education at Montclair State College, Upper Montclair, New Jersey.

** Other writers have included skills to implement, as well as make intelligent career choices in their definition of career education.

to Vocations, to The Richmond Plan, Alberta Plan, American Industry Plan, and finally to the Industrial Arts Curriculum Program--the last one being the subject of a demonstration.

1. TRANSPORTATION
   - Land
   - Aerospace
   - Pipeline transmission
   - Water
2. BUSINESS & OFFICE OCCUPATIONS
   - Accounting, Computing, & Data Processing
   - Information Processing Communication
   - Material Support
   - Supervisory & Adm., Mgt., including Personnel Training
3. MANUFACTURING
   - Design
   - Materials
   - Production
   - Distribution
   - Research
4. HEALTH OCCUPATIONS
   - Health Information Systems
   - Health Services Delivery
   - Mental Illness & Retardation
   - Accidents, Injuries & Emergency Services
   - Dental Health Science & Services
   - Medical Science & Services
   - Biologic Science & Technology
   - Health Services Administration
   - Pharmaceutical Science & Services
5. FINE ARTS & HUMANITIES
   - Fine Arts
   - Humanities
6. PUBLIC SERVICE (GOV'T SERVICES)
   - Financial
   - Urban Development
   - Regulatory Services
   - Education
   - Police & Fire
   - Defense
   - Post Office
   - Public Utilities
   - Public Health
   - Labor Affairs
   - Highways
   - Public Transportation
   - Social & Rehabilitation
   - Courts & Corrections
   - Parks & Recreation
7. ENVIRONMENT
   - Soil & Mineral Conservation & Control
   - Space & Atmospheric Monitoring & Control
   - Environmental Health Services
   - Development & Control of Physical Man-Made Environment
   - Forest, Range, Shore & Wildlife Conservation Control
   - Water Resource Devmt, Conservation & Control
8. HOSPITALITY & RECREATION
   - Counseling
   - Therapy
   - Media
   - Accessibility
   - Spaciality
   - Arts
   - Entertainment
   - Education
   - Humanities
   - Time-Income Commodities
   - Human Service
   - Natural/Physical Environment
   - Movement
9. PERSONAL SERVICE
   - Barbering
   - Cosmetology
   - Physical Culture
   - Mortuary Service
   - Household Pet Services
10. COMMUNICATION & MEDIA
   - Line Communications
   - Broadcasting
   - Publishing
   - Audio-Visual
   - Language
11. CONSUMER & HOMEMAKING EDUCATION
   - Child Care, Guidance, Teaching
   - Family & Community Services
   - Institutional Household Maint. Service
   - Housing Design & Interior Dec.
   - Inter-Changeable Tech. for Homemaking
   - Food Service Industry
   - Clothing, Apparel & Textile Ind
12. CONSTRUCTION
   - Design
   - Contracting
   - Land Development
   - Fabrication & Installation
   - Interior
   - Landscaping
13. MARINE SCIENCE OCCUPATIONS
   - Marine Biology
   - Commercial Fishing
   - Aqua Culture
   - Marine Transportation
   - Marine Exploration
   - Underwater Const. & Salvage
14. AGRI-BUSINESS & NATURAL RESOURCES
   - Support & Regulations
   - Research
   - Forestry
   - Land & Water Management
   - Fisheries and Wildlife
   - Mining and Quarrying
   - Petroleum & Related Products
   - Support & Regulations
   - Research
   - Production
   - Service
   - Processing & Marketing
15. MARKETING AND DISTRIBUTION

Figure 8 15 OCCUPATIONAL CLUSTERS AND SUB CLUSTERS

Photography as a Tool for Career Education

Myron Corman *

During a field trip to the New Holland Machine Company, 48 pictures were taken of various workers. Using these pictures, a unit was presented focusing on the careers that were observed and enabling the participants to experience the field trip not just as an interesting opportunity, but as a relevant, career education lesson. Thus, the unit with the pictures directly tied into and extended the field trip experience.

Participants generated the following objectives for the lesson with the pictures: (1) to distinguish between various careers, (2) to identify with a particular career, (3) to become aware of community resources, (4) to become aware of employment possibilities, (5) to gain information about working conditions, and (6) to gain information about the manufacturing process.

Discussion next focused on the activities that could be undertaken using the pictures. These activities were both outlined and then demonstrated. They included:

(1) Recreating occupations that were observed by selecting a picture and identifying the occupation shown (e.g., machinist, spray painter, towmotor operator, welder, supervisor, tool crib attendant, gear box operator, secretary);

(2) Identifying the characteristics associated with the job shown in a picture (e.g., repetition, standing up, noise, training requirements);

(3) Identifying the sequence in the manufacturing process observed by placing the pictures in order (e.g., designing, testing, receiving raw materials, processing, assembling, painting, shipping, selling);

(4) Identifying clusters of occupations observed by placing pictures of workers in the same cluster together (e.g., manufacturing, maintenance, business and office occupations, supervision, marketing, research, public relations);

(5) Identifying the socio-economic status and life style probably associated with the occupations shown in a picture.

Other uses for the pictures could undoubtedly be discovered.

* Mr. Corman is an Instructor in Vocational-Technical Education in University College of Rutgers University, New Brunswick, New Jersey

The technical side of photography was dealt with; i.e., the relative advantages and disadvantages of a polaroid camera vs. a 35 mm camera. Handouts were provided that described the characteristics of films and of cameras and other photographic equipment.

III. EVALUATION OF WORKSHOP

Evaluation Procedures

Evaluation of the Workshop focused on two primary aims: (1) evaluation of the total workshop experience and objectives, and (2) evaluation of the resource people and Workshop Director. Techniques for each aim are described below.

(1) Total Evaluation

Four instruments were used in the total workshop evaluation in addition to anecdotal observations. These instruments, all of which appear in Appendix B, were

a. Cognitive Content Questions - participants were asked, at both the beginning and end of the workshop, to 1. define career education, and 2. describe the Comprehensive Career Education (school-based) Model. These questions related to Objectives 1-3 of the workshop.

b. Instrument #1 - this is a 28 item likert-scale measuring attitudes toward career education (with items written in both positive and negative directions). Scores could range from 28 to 140. Participants filled this instrument out at the beginning and end of the workshop. It was intended to measure Objective 7.

c. Instrument #2 - this consisted of three 20 item semantic differential scales, one measuring attitudes toward career education (Objective 7), one measuring attitudes toward academic education, and one measuring attitudes toward the workshop. Each had a score range from 20 to 140. This was also administered at the beginning and end of the workshop.

d. Career Education Workshop Final Evaluation Form - this instrument contained three parts: the first consisted of a 30 item likert-scale measuring opinions of the workshop (with a score range of 30 to 150); the second consisted of six open-ended opinion items; the third was made up of two yes-no items - would you attend this workshop again and would you recommend it to your colleagues. This instrument was administered at the end of the workshop only.

(2) Personnel Evaluation

Following the appearance of each resource person, participants

completed the two instruments described below (each of which appears in Appendix B). In addition, these two instruments were completed twice in evaluation of the Workshop Director, once at the end of the first week and a second time at the completion of the workshop.

a. Tuckman Teacher Feedback Form (short form) - this is a 28 item semantic differential scale with a self-scoring procedure used to evaluate "teacher" behavior along the human dimensions of creativity, dynamism (dominance + energy), organized demeanor (organization + control), and warmth and acceptance. Maximum scores of 43 and minimum scores of 1 could be obtained. Maximum scores were desirable on creativity, organized demeanor, and warmth and acceptance, while intermediate scores were desirable on dynamism.

b. Resource Person Evaluation - this is a 10 item likert-scale dealing with the content and mode of presentation of each resource person. Scores could range from 10 to 50.

In addition to the above formal instruments and procedures for evaluation, ancedotal procedures were used to evaluate remaining workshop objectives. In essence, these remaining objectives were evaluated by documenting the outputs of the participants. These will be reported in a subsequent section of this report.

Evaluation Results

(1) Total Evaluation

The total evaluation results on Instruments #1 and #2 and on the Career Education Final Evaluation Form are shown in Table 1. As the table shows, attitudes toward career education and the workshop, although reasonably positive to begin with, become more positive after completion of the workshop. Of note, also, are the results on the two items at the end of the Final Evaluation Form that were of the yes-no format. The first asked participants whether they would, in retrospect, have attended the workshop; the second asked them whether they would recommend attendance at the workshop to their colleagues. All of the 19 participants completing this instrument* responded YES to both items. On the basis of these data, it must be concluded that the workshop contributed to positive attitudes toward career education (objective 7) and that the workshop was perceived by its participants as a positive experience.

With regard to the definitions of career education and the Comprehensive Career Education Model (CCEM) written on a pretest-posttest basis by the participants, none of the participants gave a correct definition of the CCEM on the pretest and all of the participants gave a correct definition on the posttest. (Formal evaluation of the definitions of CE was not undertaken).

* Six participants were not able to attend the final day of the workshop because of extreme weather conditions and flooding.

Table I

Total Evaluation Results on Evaluation Instruments
(Mean Scores)

	Max. Possible	Pretest	Posttest	Difference
Instrument #1 (attitudes twd. CE)	140	111	119	+8
Instrument #2 (attitudes twd. career educ.)	140	121	131	+10
Instrument #2 (attitudes twd. academic educ.)	140	107	111	+4
Instrument #2 (attitudes twd. workshop)	140	113	129	+16
CE Workshop Final Eval. Form	150	no pretest given	126	---

(2) Personnel Evaluation

Results of the evaluation of the resource persons and Workshop Director are shown in Table 2. Of note is the high degree of organization and warmth and acceptance manifested by the resource people and the high overall evaluation as reflected on the Resource Person Evaluation (RPE) form. It would appear that the participants viewed all resource persons and the Director as being effective, competent, and personable while not being excessively dominent or domineering.

Conclusions

The following four conclusions were drawn from the formal evaluation data.

(1) The participants experienced an increasing of positive attitudes toward career education over the course of the workshop (in spite of having been quite positive to begin with).

(2) The participants were more well-informed about at least The Comprehensive Career Education Model at the completion of the workshop than at the beginning (and possibly, therefore, more well-informed about career education in general).

(3) The participants enjoyed the workshop, found it useful and productive, approved in general of the way it was organized, and would attend again if given the chance.

(4) The participants perceived each of the resource people and the Director as having been highly effective, well-organized, well-prepared, and warm and accepting as a person.

Table II

Resource Person Evaluation
(Mean Scores)

	Creat.	Dyn.	Org. D.	W & A	RPE
Jim Kelz	22.2	22.5	34.3	37.2	35.7
Kurt Moore	24.3	21.9	33.4	35.1	39.6
Clarence Dittenhafer	21.9	23.6	34.8	33.9	39.1
Dick Carlson	32.8	27.5	37.1	37.0	44.8
Bruce Tuckman (Week 1)	32.0	29.5	36.3	36.3	41.3
Dennis Golabek	31.4	31.9	30.9	32.7	44.9
Vince Walencik	26.6	26.1	34.9	32.3	40.2
Myron Corman	28.7	26.5	32.7	33.9	38.7
Bruce Tuckman (Week 2)	34.0	29.9	35.1	35.0	43.8

IV. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Production of Units

Two of the workshop objectives, numbers 4 and 5, called for the participants, working in small work-teams, to construct and demonstrate classroom units in career education. The units developed by each of the four work-teams is described below.

(1) The High School Team

The High School Team produced a unit on Law Enforcement which is outlined in Figure 9. This unit in operation basically included four activities. The first of these was an activity on rationale thought in solving a crime. Working in four small groups, the participants were given the following problem:

Daniel Kilraine was killed on a lonely road, two miles from Pontiac, at 3:30 a.m., March 17, 1952. Otto, Curly, Slim, Mickey, and the Kid were arrested a week later in Detroit and questioned. Each of the five made four statements, three of which were true and one of which was false. One of these men killed Kilraine. Whodunnit? Their statements were:

Otto said: "I was in Chicago when Kilraine was murdered. I never killed anyone. The Kid is the guilty man. Mickey and I are pals."

Curly said: "I did not kill Kilraine. I never owned a revolver in my life. The Kid knows me. I was in Detroit the night of March 17th."

Slim said: "Curly lied when he said he never owned a revolver. The murder was committed on St. Patricks day. Otto was in Chicago at this time. One of us is guilty."

Mickey said: "I did not kill Kilraine. The Kid hasnever been in Pontiac. I never saw Otto before. Curly was in Detroit with me on the night of March 17th."

The Kid said: "I did not kill Kilraine. I have never been in Pontiac. I never saw Curly before. Otto lied when he said I am guilty."

Their task was to solve the problem as part of the orientation activity.

The second activity focused on perception. Participants were shown two pictures (transparencies) and asked what they saw. These were pictures where

Objectives

1. To make students aware of opportunities available in law enforcement.
2. To make students aware of educational requirements needed in this career.
3. To make students aware of skills necessary for law enforcement.
4. To create an interest in law enforcement.
5. To encourage positive attitudes toward law enforcement.

Materials

1. Questionaire to stimulate interest in the specific career of state police.
2. Film to illustrate and visualize careers in state police work.
3. Filmstrips
4. Counselor available in the classroom.

Activities

1. Introduction of general area of law enforcement.
2. Speaker
3. Role-playing - an arrest.
4. Follow-up discussion.

Evaluation

1. Write a paragraph on your feelings toward law enforcement.
2. Make up written test on various aspects of the law enforcement unit.
3. Role play a crime and have the students write or discuss the areas of law enforcement involved.
4. Have the students describe a crime and talk about areas of law enforcement involved.
5. Encourage students to sign up for field trips to law enforcement agencies.

Figure 9 Senior High School Work-Team Career Education Unit on Law Enforcement for Grade Levels 9 and 10

figure and ground can be reversed so that different people see different things. Two more pictures were then shown, each of which involved a black person being victimized by a white person. After a few seconds, participants were asked what they had seen. These latter two pictures illustrated that our attitudes can influence our perception (e.g., some people may recall the pictures as showing a black man victimizing a white one - the reverse of what was shown).

The third activity involved the distribution of a list of questions on the State Trooper occupation (this appears in Figure 10) which the participants were asked to fill out. Finally, the fourth activity involved the appearance of a Pennsylvania State Trooper who came to the classroom, showed a film, described careers in the State Police, and answered questions. As he was describing police careers, participants filled in the correct answers to the Law Enforcement Careers Question List.

The unit appeared to be quite effective. The two orientation activities created interest and involvement and were good warm-up experiences. The question list gave the participants a perspective or vantage point from which to make the presentation of the State Trooper relevant to the task of career awareness and enabled the participants to ask for and obtain the information they might need to help make a career decision.

(2) The Junior High School Team

The Junior High School Team constructed a unit on self-awareness based upon Tuckman's (An Age-Graded Model for Career Development Education) assumption that seventh and eighth graders being in the self-determination stage of development, will become aware of their aptitudes and skills through a "making things" activity.

The specific demonstration lesson represented a segment in a comprehensive unit aimed at the self-awareness level of career education. At the onset of the lesson presented it had been hypothetically assumed that previous lessons have exposed students to the meaning of the terms "aptitude" and "skill". It was also assumed that ensuing lessons will further develop student awareness of aptitude and skill and their application to school subjects and future career areas.

The objectives, activities, and materials of the unit are listed in Figure 11. In essence, participants were presented with three kinds of activities: making a key case, designing a watchband, and working with art and writing materials and each had to choose his preferred one of three, explain his choice, and then spend time in the activity. The process would then be completed a second time by each for his least preferred activity of the three. Participants, who wanted to, then showed and described what they had made during the activity period, and all participants then completed the self-evaluation form (shown in Figure 12), and discussed their observations

One of the career choices which you are considering is the state police. Below you will find questions relating to that occupation. You are to answer the questions based on your present awareness of the profession. Please attempt to answer all questions.

1. What are several purposes of the state police?
2. What type of person do you feel would make a good state policeman?
3. What are the educational requirements to become a state policeman?
4. What are the physical requirements to become a state policeman?
5. What is the starting salary?
6. How old must you be to become a state policeman?
7. What type of entrance exams are given to a person interested in becoming a state policeman?
8. How do you apply?
9. What are the promotional ranks in the state police?
10. Where are the state police trained, in the state of Penna.? How long is this training period?
11. What are some common problems arising from this type of job?
12. Are state police asked to behave differently than other persons while away from the job? Why?
13. What are some dangers in actual state police work?
14. What positions are open within the profession for qualified women applicants?
15. Are there always openings within the ranks of state policemen, so that a qualified applicant can be assured of getting a position?
16. What positions other than highway patrolman are available?

Figure 10. Law Enforcement Careers Question List

I. Objectives

1. The student will demonstrate his perception of his own aptitudes and skills by his choice of creative activity, a designing activity, or a construction activity in which he feels that he would be most successful.
2. The student will demonstrate his perception of his own aptitudes and skills by his choice of creative activity, a designing activity, or a construction activity in which he feels that he would be least successful.
3. The student will identify his perception of his strongest skills and aptitudes in a particular activity by listing on paper three reasons for his choice.
4. The student will identify his perceptions of his weakest skills and aptitudes in a particular activity by listing on paper three reasons for his choice.
5. Given the proper materials, the student will complete a project to his own satisfaction in the area in which he feels most competent and the area in which he feels least competent.
6. By completing a self-evaluation form consisting of a check-list and sentence-completion questions, the student will evaluate his own aptitudes and skills.
7. The student may elect to seek peer evaluation of his skills and aptitudes by orally requesting comments concerning his project.

II. Activities

1. Students will select an activity as outlined in the objectives.
2. Three reasons for this choice will be listed.
3. Students will perform the chosen activity.
   a. Given necessary tools, material, and instructions students will construct a simple key case.
   b. Given simple instructions students will design a leather watchband.
   c. Given a variety of materials students will engage in a creative activity without specific instructions.
4. Evaluation forms will be completed by each student.
5. A group feedback session will conclude the lesson activities.

III. Materials

pattern, leather, scissors, punch, key posts
ditto paper
pencils
construction paper
cardboard, large and small homestate boards
brushes, several sizes
wall paints, primary colors and black and white
clay - non-hardening plasticine
colored chalk
glue
styrofoam cups
felt tip pens
rulers
toothpicks
wire for sculpture - copper and telephone
thumb tacks
pins
rubber bands
knives
macaroni

Figure 11. Self-Awareness Unit

Selected Project_____

Directions:
Complete the checklist by marking an "x" in the appropriate space between the two terms. For Example:

1. Good quality of product x _ _ _ _ Poor quality of product
   An "x" here indicated you were very pleased with the quality of your product.
2. Good quality of product _ _ x _ _ Poor quality of product
   An "x" here indicated you feel your product is neither of good quality nor poor quality.

1. Good quality of product _ _ _ _ _ Poor quality of product
2. Neatness of product _ _ _ _ _ Sloppy product
3. Easy _ _ _ _ _ Difficult
4. Enjoyable _ _ _ _ _ Unenjoyable
5. Satisfying experience _ _ _ _ _ Not a satisfying experience
6. Like texture of materials _ _ _ _ _ Dislike texture of materials
7. Like odor of materials _ _ _ _ _ Dislike odor of materials

1. Would I like to do the same project again? Why? _____
_____
_____

2. Would I like to do a similar project? Why? _____
_____
_____

3. Could I do better the next time? _____
_____

4. In order to do better the next time what else do I need to know? _____
_____
_____

5. Would practice improve my skills? _____
_____

6. Which parts of this process seemed easiest? _____
_____
_____

7. Which parts of this process seemed most difficult? _____
_____
_____

8. Would I do anything differently if I did this again? If so what would I change?
_____
_____
_____

9. Did I demonstrate any skills in doing this project?_____
_____
_____

10. Did I discover any aptitudes in doing this project? _____
_____
_____

Figure 12. Evaluating Oneself on the Self-Awareness Unit

and experiences.

The unit was highly involving and participants engaged in their chosen activity with seriousness and gusto. Exploring one's preferences would seem to be an excellent avenue to self-awareness as a part of career education.

Elementary Team #1

The following pages (Figure 13) describe the unit: Careers in the Dairy Industry, developed by one of the elementary teams for the fifth grade level. The unit begins with the milkman distributing cartons of milk to the participants as a source of motivation and interest. The second activity involves the use of learning centers distributed throughout the classroom, among which participants circulated to learn about careers in the dairy industry. These learning centers dealt with such sub-clusters as agricultural careers in dairying, transportation careers, and marketing careers. Each learning center included a resource person, appropriate filmstrips, booklets, pictorial material, etc., all dealing with the occupational sub-cluster being covered.

The third activity of the unit was the field trip (which, in demonstration, was cancelled because of bad weather). The purpose of the field trip, to a dairy plant, was to enable students to directly view some of the careers in commercial dairying. It is an essential part of this particular unit.

Elementary Team #2

This elementary team developed a unit called: Awareness of Community Helpers, for the second grade. The unit begins with an interviewing activity in which each student would interview someone who is accessible to him, using some prepared questions that were previously developed. To get the students oriented toward interviewing, each is told to (1) select a working person to interview (e.g., father), (2) trace this person's dominant hand on a blank sheet of paper, (3) ask the working person questions about his job and write them inside the hand outline (thus associating hands with work).

The second activity in the unit was a discussion of the interviews in class with different children relating their interviewing experience to the others and their feelings about the job held by the person interviewed.

At this point the class is ready for community helpers. Teachers donned the uniforms of a policeman, fireman, postman, and bus driver and each talked about his job in relation to the children and the community. Each brought with him to class objects and displays associated with his particular occupational role, and each described these objects and pieces of equipment and related them to the job. Children* were given the

* In this, as in all four demonstration lessons, participants role-played students.

Introduction

1. Time - after recess
2. Motivation - Carton of milk--as you drink this milk I want you to think about the amount of work and types of people involved in the preparation and distribution of this milk for your use.
    a. List suggestions of types of occupations involved in this process.
    b. What do you know about these occupations?

        Today we are going to study these occupations through the use of learning centers.

Content

1. Dairy Farm Operation
    a. Care of cows
    b. Milking process
    c. Milk house standards - milk inspector
2. Trucking Operation
    a. Bulk truck operator
3. Dairy Operation
    a. Processing of milk
        1.) Pasteurization and homogenization
    b. Bottle processing
    c. Warehousing
4. Distribution
    a. Milkman

Culminating Activities

1. Field Trip to Penn Dairy Plant
    a. Discussion of field trip
2. Filmstrip - "The Story of Milk"
    a. Discussion of various occupations & operations found

Materials and Equipment

1. Study Prints - SVE, Dairy Helpers, The Dairy
2. Filmstrips - The Story of Milk, Milkman, To a Farm, Milking, Cows, Milk
3. Books
4. Picture Files - The Farm

Figure 13 Unit: Careers In The Dairy Industry

5. Free Materials - Dairy Council pamphlets - Milk
6. Encyclopedia
7. Transparencies
8. Filmstrip Previewers
9. Filmstrip Projector
10. Study Sheets

Activities

1. Resource People
2. Field Trip
   a. Dairy Plant
   b. Dairy Farm
3. Learning Centers
   a. Reading
   b. Research Questions
4. Discussion - Class/Group
5. Role Playing
6. Creative Writing
7. Creation of Models

Evaluation

1. Written Tests
2. Oral Examinations
3. Creative Writing
4. Discussion on Class/Group Research
5. Student Questions

General Objectives

1. To create an awareness in the students of the many occupations found in the dairy industry.
2. To provide experiences that enable the students to explore and learn about the dairy industry.

Specific Objectives

1. To list five occupations found in the dairy industry.
2. To describe the function of five occupations found in the dairy industry.
3. To be able to explain why the work of the dairy farmer is important to our society.
4. To identify the importance of sanitation practices in the production of milk and milk products.
5. To have each student know and explain the basic tasks performed by the dairy farmer.
6. To have each student describe the basic operations found in a dairy plant.
7. To have each student describe the steps involved in the delivery of milk from the dairy plant to the consumer.
8. To know the important role performed by the bulk tank truck operator.
9. To have each student be able to differentiate between the functions and operations of the dairy farmer, dairy plant, the bulk tank operator, and the distributor.

Figure 13 (Continued)

opportunity to ask questions, make observations, and examine the equipment brought more closely. The idea of the worker in these occupations as helpers in the community was emphasized.

Conclusions

It is apparent from the description of the units developed by the four work-teams that each team took their task seriously, worked hard together, and produced a unit with some degree of creativity and interest. The units themselves and the fact of their demonstration support the conclusion that objectives 4 (constructing a unit), 5 (demonstrating a unit), and 6 (working constructively in teams) were met during the course of the workshop and presumably as a result of the activities and experiences provided through the workshop.

Strategy Development

(1) Brainstorming

The final two objectives of the workshop dealt with the development of change strategies. To this end, a number of strategy development sessions were held during the last three days of the workshop. In the first strategy session, the brainstorming technique was used to generate a "laundry list" of 40 ideas aimed at solving the problem of how to implement career education. These 40 ideas were then refined and collected, and classified as to whether they described structure, support, or implementation. The results of this process are shown in Table III. Then working from Table III as a general statement of how to proceed, the total workshop group produced the following seven steps as a possible implementation plan in order to illustrate the steps that might be followed.

(1) Workshop group, plus selected others constitute coordinating committees.

(2) Develop a general philosophy for career education.

(3) Include administrators on coordinating committees.

(4) Take ideas to the board (include possibly a demonstration).

(5) Develop a resource center.

(6) Make visitations to Hackensack (take Board members along).

(7) Career education cannot be separate; it must be integrated into the curriculum.

Table III

Brainstorming Strategy Suggestions

Problem: What activities can we employ to establish a concrete basis for a comprehensive career education (C.E.) program in the two school districts.

Structure

1. C.E. coordinator in district and committee to set objectives, activities, etc.
2. Grade level meetings
3. Overall plan for C.E. in districts
4. Create C.E. center on joint district basis
5. Select pilot school
6. Develop C.E. philosophy
7. C.E. coordinator in each school
8. Team teaching used to develop units
9. Supplemental contracts for people involved in C.E. curriculum development.

Support

1. Obtain administrative and school board support
2. Obtain community support
3. Obtain State and Federal funds
4. Retain a resource consultant
5. Make additional time available
6. Provide in-service days for (a) combined districts, (b) to build resource people, (c) through workshops, (d) to create awareness in all teachers, (e) and help them develop materials
7. Touch base with (a) intermediate units, (b) vo-tech people, (c) district people, and (d) state people

Implementation

1. Build upon established units
2. Build within subject matter areas
3. Create a listing of occupations
4. Product grade level objectives and activities
5. Use the tapes of this workshop
6. Use school facilities in summer
7. Have workshop people help other teachers
8. Form career clubs
9. Design a program for drop-outs
10. Create child awareness
11. Identify occupations in other communities

(2) District Models

The two districts then met separately and discussed and described models that might operate in each district. To this end, the model or organization shown in Figure 14 was generated as a way of relating structure and function on the district level.

At this point, it became apparent that planning on a district level was not most efficacious and that inter-district planning would yield a higher payoff. The total group then came together to work on overall objectives.

(3) Overall Objectives

The following were generated as overall objectives for the joint district continuing career education effort as directed through some kind of coordinating group.

(1) The group shall develop or acquire curriculum materials for teaching C.E. units

(2) The group shall conduct in-service training for some number of teachers, counselors, and administrators in the two districts.

(3) The group shall try out units developed or acquired (1) in classrooms taught by teachers trained in the training above, or (2) in classrooms taught by participants in this workshop and evaluate their effectiveness.

(4) The group shall interact with vo-tech school faculty and become more aware of vocational education services.

(5) The group shall test a workshop-induced model of C.E.

Given the above overall objectives, it seemed wisest to continue planning activities on a inter-district basis.

(4) Inter-District Planning

Four planning committees were formed as follows: (1) organizational task force, (2) rationale task force, (3) elementary task force, and (4) secondary task force. These committees generated the following as the objectives for students of a comprehensive career education program.

OBJECTIVES of a Comprehensive Career Education Program

1. The students will be able to determine their own potentials (self-awareness).

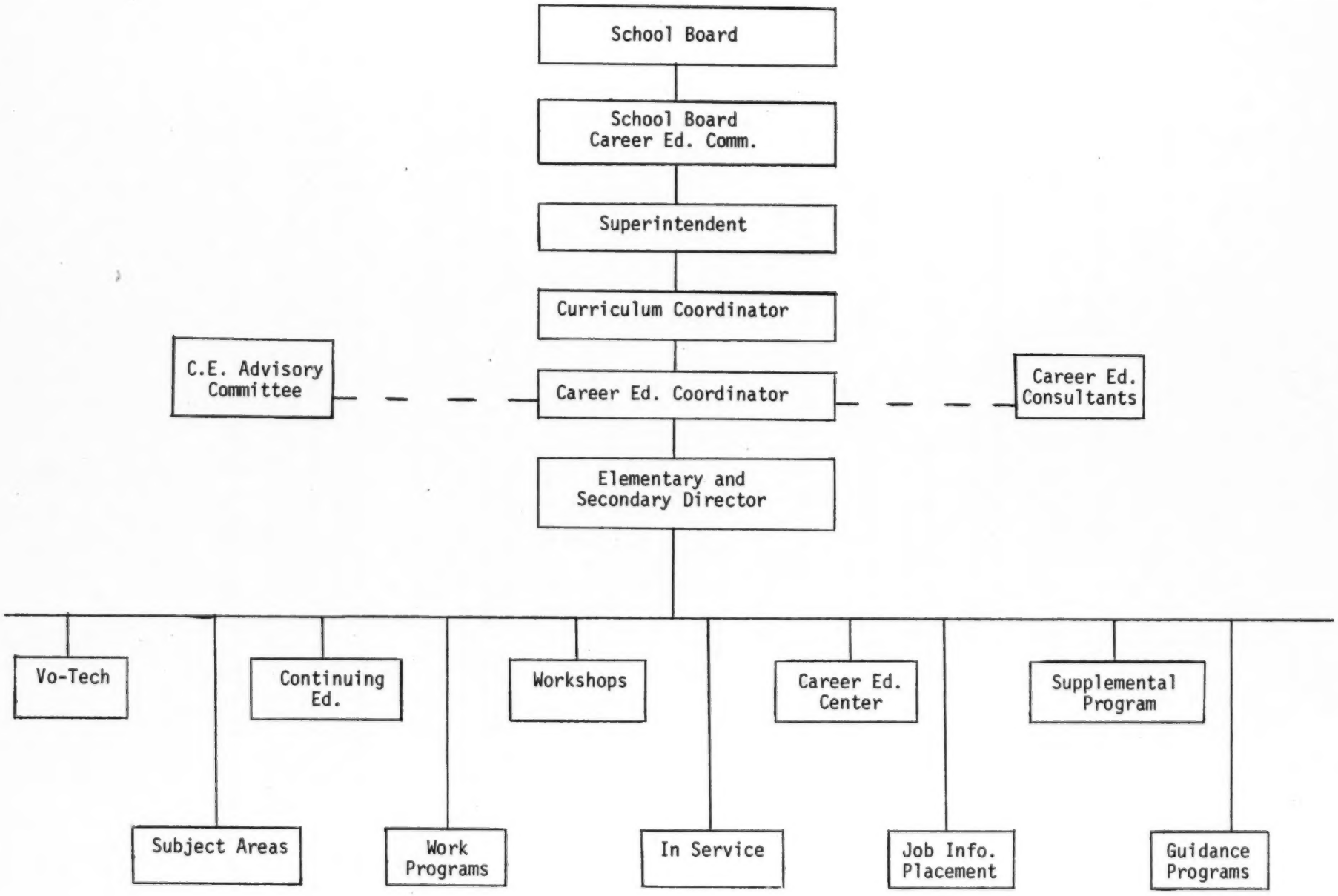

Figure 14

A District Model for Career Education

2. The students will be able to understand the career choices that are available within their own potentials (career-awareness).

3. The students will be able to be conscious of the educational requirements for a particular career field (educational-awareness).

4. The students will be able to develop the proper work attitudes.

5. The students will be able to develop the skills necessary for making intelligent career decisions.

6. The students will be able to develop those economic understandings necessary for intelligent career decisions.

7. The students will be able to develop those skills necessary for employment within their career choices.

8. The entire plan will operate within the School Based Model devised by the U. S. Office of Education.

The organizational task force then generated the organizational plan diagrammed in Figure 15 for inter-district cooperation along with the specification of roles described below.

The CAREER COORDINATING COMMITTEE would be made up of members from as many of the Operating Committees as feasible. Some members will serve as representatives on the Inter-district Coordinating Committee and will meet periodically with the consultant. The job of the Career Coordinating Committee would be to initially instruct, guide, and advise the Operating Committees as to the best approaches or models to implement the objectives of Career Education. After the program is operationalized, the function of the committee will continue to advise, in addition, to oversee the entire system to make sure that no serious overlaps or gaps occur.

The OPERATING COMMITTEES main function is to determine, within their own disciplines, what career education can be utilized, what careers are applicable to their disciplines, and how they can assist other members of the Operation Committees into adapting the career information on a universal basis. Some members will serve as representatives on the Career Coordinating Committee.

The CAREER COORDINATOR will work closely with the Inter-district Career Coordinating Committee and, particularly with the Career Coordinating Committee. He can oversee the entire operation, applying pressure where needed to obtain materials, funds, information, and action. He can also act as a liason between the various committees and the School Board.

The INTER-DISTRICT CAREER COORDINATING COMMITTEE will act as a liason and

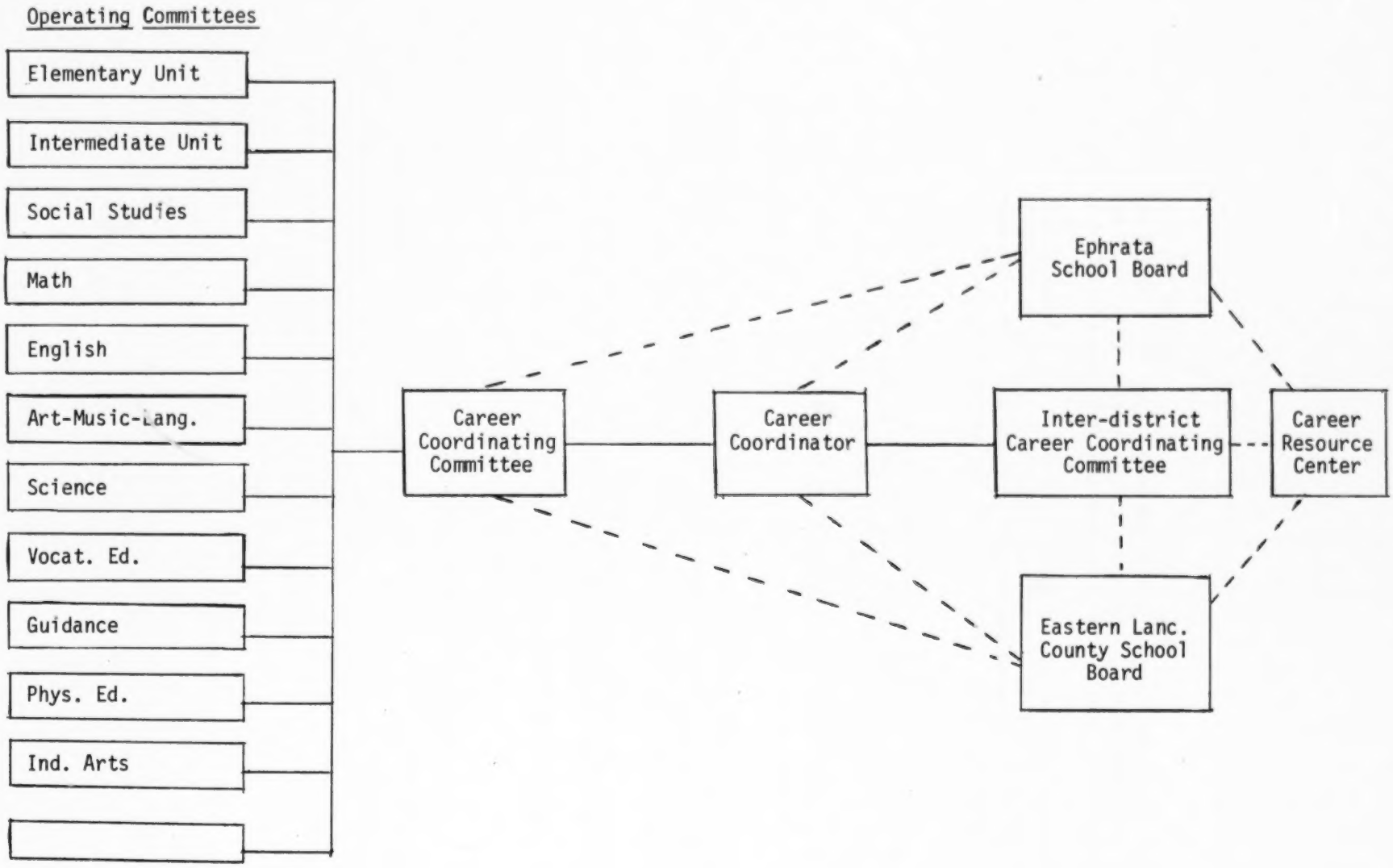

Figure 15

Organizational Plan for Inter-District Career Education Effort

coordinator between the two school districts. They can see that the objectives of the program are being met by each district, and they can serve to share the information and techniques devised by any particular committee. They can also coordinate and utilize any public resources that may be available.

Conclusions

Based on the above descriptions of planning activities, it was concluded that, within the time limitations of the workshop, objectives 8 and 9 (particularly objective 8) were met and that the districts began the post-workshop period with the following:

(1) student objectives in career education

(2) objectives for career education program development

(3) a coordinated organizational plan

(4) 25 informed and motivated educators in the area of career education

(5) a small group of educators with the motivation and leadership capability to continue the planning activity beyond the workshop.

As the workshop ended, the organizational task force was attempting to locate a source of funds to give them a week's time together later in the summer to develop and transmit a proposal to Harrisburg for an inter-district career education program along the lines described herein.

Recommendations

As a result of the workshop, the following recommendations are offered.

(1) Workshops such as this can be effective in introducing educators to new areas and moving them to action and therefore should be run whenever the finances exist and new areas are available for exploration.

(2) The joint districts should provide budget funds for members of the organizational task force formed in the workshop to be able to work together to develop a proposal for career education funds based on the objectives and plans formulated in the workshop strategy sessions.

(3) In-service training programs should not exclude the affective domain and should not exclude the opportunity of participants to play a formative role. Affective and non-directive leadership components must be included.

(4) The joint districts should act to insure under any circumstances that other educators in their districts have an opportunity to learn about career education and to acquire and teach career education units.

(5) Some in-service time should be set aside during the coming year to deal with career education, continuing and extending the workshop, and workshop participants should be drawn upon heavily as a resource for this in-service activity.

APPENDIX A

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CASE STUDY

MOTIVATING STUDENTS IN NORTHTON: A STUDY IN FRUSTRATION*

Northton is the capital of an important industrial and agricultural state in the Midwest. The population of the Northton metropolitan area is slightly over 1,000,000 persons. This population is largely middle-class, native-born, and politically conservative. About four percent of the core city population of 600,000 persons has recently immigrated to Northton from the Appalachian area, and about 14 percent is Negro.

The Northton City School System has a total enrollment of just over 100,000 pupils. There are nine senior high schools (grades 10-12), 24 junior high schools (grades 7-9), and 132 elementary schools (grades K-6) in the system.

Much of the southeastern section of Northton is comprised of low-value slum or slum clearance dwellings. A large percentage of the city's Negro, chronically unemployed, and "on-relief" citizens live in this section. Most of the teen-age children living within this part of the city are sent to the four junior high schools and the one high school (Tower Park) which are found in the eight-square-mile area.

A recent survey of the Tower Park enrollment area revealed that most of the homes are either in low-cost public housing projects or in somewhat higher cost (in terms of rent) crowded, semislum apartments. Less than ten percent of the residents of the area own their own homes.

Over 12 percent of the family units in this area have no male head of family present in the home. A large percentage of the female heads of family are unwed mothers, others have been deserted by their husbands, or the husbands are in prison. Of the family units with male heads of family present, 27 percent of the men are unemployed. In 11 percent of these families, both parents are unemployed. Over 40 percent of all family units are dependent upon some form of welfare or unemployment payments. A rough breakdown of the welfare picture is as follows: 24 percent of all family units receive Aid to Dependent Children, 9 percent receive Poor Relief, 7 percent are drawing Unemployment Compensation, and less than 1 percent receive Aid for the Blind and Aged.

No matter what instruments are used for evaluation, there is little question that Tower Park High School and its feeder junior high schools qualify as depressed or underprivileged area schools.

The crux of this case involves the frustrations experienced by Mrs. Beck, a teacher of commercial subjects at Tower Park, as she attempted

* Taken from Introduction to Educational Administration by R. F. Campbell, J. E. Corbally, Jr., and J. A. Ramseyer, Allyn and Bacon, Inc., Boston, Mass., 1966, pp. 8-12.

to help some of her students help themselves to overcome some of the disadvantages and deprivations under which they lived.

Mrs. Beck was in her eighth year as a teacher at Tower Park during the months when the incidents described took place. She invariably had a warm relationship with her students; she was understanding, firm, and fair. Her students recognized that Mrs. Beck was a teacher who respected them, was interested in them, and wanted to help them.

As a result of her experience over the years at Tower Park, Mrs. Beck was convinced that one of her pupils' most important needs was that of "gaining a feeling that they have a chance in life," a feeling that "they are not destined to spend their lives living on the relief roles as most of their parents have." In short, despite her occasional feelings of hopelessness about the school, she believed that the students needed personal accomplishments and success experiences in order to demonstrate to themselves that there was some opportunity to move out of the environment in which they lived.

Mrs. Beck spent a great deal of her off-duty time trying to find ways to provide these experiences for her pupils. She had learned long ago that success in class work and activities was not enough for these children--this kind of success motivated them for a very short time. The culture from which her students came recognized only more tangible gains, such as success in athletics or making money. She could not, of course, do much to help her students become star athletes, so she attempted to provide for achievement through teaching wage-earning skills.

For the past five years Mrs. Beck had been helping students in her advanced typing, bookkeeping, and general office practice courses obtain part-time employment in business offices throughout the city. She had been able to develop many contacts with employers in Northton, most of whom were sympathetic to the problems her students faced. Students recommended by Mrs. Beck were, in almost every case, found to be dependable, honest, and, for their age and experience levels, competent. Thus, the relationship between Mrs. Beck, the employers, and the student-workers gradually but steadily improved over the years. Most of the students enrolled at Tower Park were aware of the opportunity to "prove that they could do something" and to "earn some money" which Mrs. Beck tried to provide. Consequently, her classes were always full to capacity, and motivation was high. Mrs. Beck felt that, although her efforts feel far short of solving all the problems of all her students, her work was a promising step in the right direction. During the previous four years, increasing numbers of students had been placed annually in part-time positions. The program seemed to be developing very well; student morale and motivation, while still not high enough, were definitely improving. But far from being content with her efforts, Mrs. Beck's constant concern was to find more jobs--and better jobs, if possible--for more of her students.

On Thursday, November 12, Mrs. Beck was asked to stop in at the principal's office after school. The principal, Mr. Gordon, was aware of and appreciated Mrs. Beck's efforts to help her students. He had offered her constant support and encouragement and had tried to see that she received all the teaching materials and supplies that she requisitioned. Many times Mr. Gordon had helped Mrs. Beck find positions for her students, and he felt a personal concern for the progress of her program. After her last class, Mrs. Beck stepped into Mr. Gordon's office. After they exchanged greetings and some small talk, the following conversation took place:

GORDON: Mrs. Beck, I feel badly about having to tell you, but it looks like we may be in trouble with your job program.

MRS. BECK: Oh, Mr. Gordon, what do you mean? The children are all old enough to work, they all have work permits, their parents approve, and I've had no complaints from any of the employers. Do you mean that the people downtown at the central office don't think that I should be getting jobs for the students?

GORDON: No, that's not it at all. I wish it were that simple. You see, this afternoon I had a call from Mr. Bartholomew of the County Welfare Department. He told me that he had received a complaint from an "interested citizen" with regard to "chiseling" by relief recipients. The "chiselers" involve the families of the children in your program, or so he said.

MRS. BECK: But Mr. Gordon, I just don't understand! What have welfare and "chiseling" to do with the work of my students? What are they trying to do?

GORDON: Well, Bartholomew said that he probably shouldn't have called at all, but that he wanted to let us know that because of this complaint he would be forced to make an investigation of the incomes of some of the relief recipients who have children in Tower Park. I don't quite understand it myself, but it seems that there is a standard allotment set by the state and county for the monthly amount to which a family receiving Aid to Dependent Children or other welfare funds is entitled. Bartholomew said that if <u>any</u> family receiving welfare funds has any income at all from any member, this income <u>must</u> be reported to the Welfare Department and it <u>must</u> be deducted from the amount of aid to which the family is entitled.

MRS. BECK: Do you mean to tell me that the tiny bit of income that these children make must be reported? The kids aren't on relief!

GORDON: That's exactly what I said to him. But his answer was that the law is clear--the income must be reported, and no matter how little it is, or who makes it, it has to be deducted from the sum the family usually gets from the Welfare Department. Bartholomew said that it was a state law and that if anyone pushed the matter further the parties involved could lose their welfare benefits entirely. They could even be prosecuted for fraud.

MRS. BECK: But it's not fair! Isn't there anything we can do? How can I face the children when they find out about this? How can I explain to them why they can't get anything for their work? Think of all the work in school that they've done so that they could get these jobs, and that doesn't include all the work I've done to get this thing going. I don't care if it is the law, how can we be expected to help these children become self-respecting, productive members of the community if this is what the community is going to do to them as soon as they begin to try to help themselves? Actually, it's forcing them <u>not</u> to try. What sort of person would do such a thing? Who could have complained?

GORDON: I know how you must feel, I feel the same way. I think it's one of the most unjust situations I've heard of in a long time. Mr. Bartholomew couldn't tell me who lodged the complaint, but from the way he talked I got the impression that it was someone from a family in our area; someone who is envious because his child does not have a job. He didn't say that the kids would have to quit their jobs, only that they would have to declare their earnings so that they could be deducted. I pointed out to him that this was rather a poor way to help these kids--the families' total income would be, in effect, working just for the sake of working. These children aren't stupid. They can see that they will be just as well off to stay home and watch TV. I'm sure their parents won't be able to see any reason for them to continue working for nothing when they could be home to help around the house. Bartholomew said that he recognized the problem that we face, but that his hands were tied--he must see to it that the law is followed. He pointed out that any students from families not receiving welfare aid would not be affected by the law. I felt like saying, "Thanks a lot," but he was only doing what he had to do, and I don't think he likes doing this at all.

MRS. BECK: Well, about one-third of the children we have on jobs will not be affected, but the ones that will be hurt are the very ones who need the jobs and the self-respect that goes with them most. Isn't there anything we can do? I mean,

after all, if we can't get any more help and cooperation than this, then what's the use?

GORDON: Well, I've tried to think of what we might do. We can try to talk Bartholomew into looking the other way on this. I'm willing to go with you to speak with him. We know that what we're trying to do for these children is right, but we have to consider what might happen if looking the other way backfires and these families lose all their welfare aid because of us. If this happens, the parents are going to blame us, the schools, and their children for the loss of the little money they get--and rightly so, since we have been warned of how the law reads. I don't know if we have the right to risk the parents' much-needed income in spite of the need we see for continuing our program.

MRS. BECK: No, you're right, we can't risk other people's money or take the chance of being the agency that involves them in legal difficulties. But isn't there anything we can do. . . what am I going to say to the children? I've been trying for years to instill in them the belief that effort will pay off for rich man, poor man, white man, or colored man. Now this happens and makes a lie of all that I've said as far as they're concerned.

GORDON: The only other thing that I can think of is to take this problem to the superintendent and to the board of education. Perhaps we can get support from the public if our case is presented to them. The Urban League and the NAACP should be willing to help us. The newspapers may help, but you know how the city is 'down' on relief recipients. The newspapers are continuously crying about "chiselers" and reliefers who drive in cabs or Cadillacs to pick up their money--some of those reporters should spend a week with us just seeing how these people really live. The problem of explaining to the students is going to be a tough one. I'll try to help you. We're going to have to do some fancy talking to keep this from destroying their morale completely.

VALUE CLARIFICATION EXERCISE

(1) Write down the 10 or 20 things that you most like to do.
(When Step 1 is completed)

(2) Mark an "a" next to the things you do alone:
Mark a "p" next to the things you do with other people.

(3) Mark a "pr" next to the things you do with a particular other person (or persons).

(4) Mark a "$" next to the things that cost more than $3.00 to do.

(5) Mark a "-" next to the things you've not done within the past month.

(6) Mark a "w" next to things associated with your work and an "l" next to things associated with your leisure.

(7) Mark a "pl" next to the things that require planning (as opposed to being done impulsively).

(8) Mark an "i" next to things intellectual; an "ae" next to things aesthetic; a "phy" next to things physical; and an "hp" next to things that help other people.

(9) Mark an "*" next to your five favorite things.

(10) Pick one of your five favorites and make a list of five things that you get out of doing it.

NOW, write some statements that read:

I LEARNED THAT I _____.

(Fill in the blank--e.g., I learned that I am much more of a loner than I thought.)

Share your "I learned that I" statements with your classmates (if you care to).

APPENDIX B

INSTRUMENT #1

Directions

We would like to know how you FEEL about career education in comparison with other educational programs. We want you to answer each item as honestly as you can. We ask you NOT to write your name on these sheets, for it is only your truthful answers that are important -- it does not matter who gives the answers. However, in order that we can compare a person's responses on different instruments, please write the last four digits of your social security number at the top.

Please circle the response which corresponds the closest to your feeling about each item.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

Do not take too much time in thinking about any particular item. Please do not leave any item out -- there is no right or wrong answer -- it is just how YOU feel about things. Other people may have different opinions.

Here is an example:

Some high school students are too undisciplined to employ. (SA) A U D SD

This person strongly agrees with the item and, thus, feels that some students are definitely too undisciplined for employment.

Put a circle around the answer which comes the closest to representing your feeling. Even if your exact feeling is not found in one of the choices, pick the one which comes the closest to your true feeling. Sometimes it will be hard to make up your mind, but do the best you can and do not leave any out.

BEGIN HERE:

CIRCLE ONE

1.	SA A U D SD	1. It is more important to provide many students with a sound basic education than to use the time for career education.
2.	SA A U D SD	2. A high school graduate with a career education background would impress me a great deal.
3.	SA A U D SD	3. Giving students career education is wasted because most are not mature enough to profit from it.
4.	SA A U D SD	4. Career education does not make enough students useful members of society to justify its cost.
5.	SA A U D SD	5. I would favor adding career education programs even if available funds remain the same.
6.	SA A U D SD	6. Most so-called career education experiences in my opinion accomplish little.
7.	SA A U D SD	7. In my opinion there are not enough students having career education experiences in the public schools.
8.	SA A U D SD	8. I should like to see the value of career education made known to more teachers and parents than is now the case.
9.	SA A U D SD	9. I am opposed to adding career education programs to the high school offering when so many students need the basic subjects.
10.	SA A U D SD	10. For many students in school, there should be greater emphasis on earning a living through a career education program.
11.	SA A U D SD	11. Career education programs cannot possibly prepare high school students for the range of job opportunities available to them.
12.	SA A U D SD	12. In my opinion, spending time on career education hinders students from further education after high school.
13.	SA A U D SD	13. Results of career education programs I have seen or heard about were beneficial to the communities involved.
14.	SA A U D SD	14. I do not think career education in junior high or high school is as necessary for most students as are other worthwhile programs.

15.	SA A U D SD	15. In my opinion, career education programs are generally suited only for people destined to do unskilled work.
16.	SA A U D SD	16. There should be more money set aside in the school budget for career education.
17.	SA A U D SD	17. Most students who would be attracted to career education in high school in my opinion lack too many other scholastic skills for their own ultimate good.
18.	SA A U D SD	18. I should like to see career education encouraged more among students.
19.	SA A U D SD	19. In my opinion career education in the public schools is highly overrated.
20.	SA A U D SD	20. I believe good career education programs in public schools will attract new industries to a community.
21.	SA A U D SD	21. It seems to me that career education in high school does not prepare a student for advancement in an occupation.
22.	SA A U D SD	22. A more considerable portion of the elementary school curriculum than at present should be devoted to career education.
23.	SA A U D SD	23. I am of the opinion that career education is too costly in proportion to its worth to the community.
24.	SA A U D SD	24. In my opinion most public schools do not provide career education programs early enough.
25.	SA A U D SD	25. I would cooperate with others in order to develop the best career education program for this community.
26.	SA A U D SD	26. I favor reducing career education programs when available school funds are in short supply.
27.	SA A U D SD	27. This community should provide a wide variety of career-oriented programs to fit the abilities of students, irregardless of their immediate goals.
28.	SA A U D SD	28. I am thoroughly sold on offering career education in my school.

INSTRUMENT #2

The following scales are quite different from the preceding statements. Read through the examples and they will show you how you should respond.

Examples

Think about Career Education as Part of the School Curriculum

	Very	Quite	Some-what	Neither or both	Some-what	Quite	Very	
Useful	___:	__X__:	_____:	_____:	_____:	_____:	___:	Useless

You should ask yourself, "Does the phrase, Career Education as Part of the School Curriculum, mean to me something useful or useless?" You decide and mark the scale in the space closest to your feeling. The mark X here indicates that the phrase, Career Education as Part of the School Curriculum, means something quite useful. Again

Think about Academic Education as Part of the School Curriculum

	Very	Quite	Some-what	Neither or both	Some-what	Quite	Very	
Disadvan-tageous	___:	_____:	_____:	_____:	__X__:	_____:	___:	Advantageous

Here the X describes Academic Education as Part of the School Curriculum as somewhat advantageous.

With the following, first read the phrase at the top, then glance down at each pair of words. Put an X in the space under the word that best describes your true feeling for the pair. Move to the next set and do the same. Please answer every item.

Think about Career Education as Part of the School Curriculum

	Very	Quite	Some-what	Neither or both	Some-what	Quite	Very	
Worthy	___:	___:	___:	___:	___:	___:	___:	Unworthy
Unsuccessful	___:	___:	___:	___:	___:	___:	___:	Successful
Interesting	___:	___:	___:	___:	___:	___:	___:	Boring
Satisfactory	___:	___:	___:	___:	___:	___:	___:	Unsatisfactory
Unrewarding	___:	___:	___:	___:	___:	___:	___:	Rewarding
Impractical	___:	___:	___:	___:	___:	___:	___:	Practical
Desirable	___:	___:	___:	___:	___:	___:	___:	Undesirable
Unessential	___:	___:	___:	___:	___:	___:	___:	Essential
Effective	___:	___:	___:	___:	___:	___:	___:	Ineffective
Important	___:	___:	___:	___:	___:	___:	___:	Unimportant
Harmful	___:	___:	___:	___:	___:	___:	___:	Helpful
Worthless	___:	___:	___:	___:	___:	___:	___:	Valuable
Meaningful	___:	___:	___:	___:	___:	___:	___:	Meaningless
Unrealistic	___:	___:	___:	___:	___:	___:	___:	Realistic
Definite	___:	___:	___:	___:	___:	___:	___:	Indefinite
Attractive	___:	___:	___:	___:	___:	___:	___:	Unattractive
Profitable	___:	___:	___:	___:	___:	___:	___:	Unprofitable
Aimless	___:	___:	___:	___:	___:	___:	___:	Purposeful
Insecure (Future)	___:	___:	___:	___:	___:	___:	___:	Secure (Future)
Disreputable	___:	___:	___:	___:	___:	___:	___:	Respectable

Think about Academic Education as Part of the School Curriculum

	Very	Quite	Some-what	Neither or both	Some-what	Quite	Very	
Desirable	___:	___:	___:	___:	___:	___:	___:	Undesirable
Unrealistic	___:	___:	___:	___:	___:	___:	___:	Realistic
Worthy	___:	___:	___:	___:	___:	___:	___:	Unworthy
Unessential	___:	___:	___:	___:	___:	___:	___:	Essential
Indefinite	___:	___:	___:	___:	___:	___:	___:	Definite
Successful	___:	___:	___:	___:	___:	___:	___:	Unsuccessful
Effective	___:	___:	___:	___:	___:	___:	___:	Ineffective
Unattractive	___:	___:	___:	___:	___:	___:	___:	Attractive
Boring	___:	___:	___:	___:	___:	___:	___:	Interesting
Important	___:	___:	___:	___:	___:	___:	___:	Unimportant
Profitable	___:	___:	___:	___:	___:	___:	___:	Unprofitable
Satisfactory	___:	___:	___:	___:	___:	___:	___:	Unsatisfactory
Harmful	___:	___:	___:	___:	___:	___:	___:	Helpful
Worthless	___:	___:	___:	___:	___:	___:	___:	Valuable
Rewarding	___:	___:	___:	___:	___:	___:	___:	Unrewarding
Purposeful	___:	___:	___:	___:	___:	___:	___:	Aimless
Insecure (Future)	___:	___:	___:	___:	___:	___:	___:	Secure (Future)
Impractical	___:	___:	___:	___:	___:	___:	___:	Practical
Respectable	___:	___:	___:	___:	___:	___:	___:	Disrespectable
Meaningful	___:	___:	___:	___:	___:	___:	___:	Meaningless

Think about <u>This Workshop</u>

	Very	Quite	Some-what	Neither or both	Some-what	Quite	Very	
Respectable	___:	___:	___:	___:	___:	___:	___:	Disrespectable
Purposeful	___:	___:	___:	___:	___:	___:	___:	Aimless
Unworthy	___:	___:	___:	___:	___:	___:	___:	Worthy
Unrewarding	___:	___:	___:	___:	___:	___:	___:	Rewarding
Practical	___:	___:	___:	___:	___:	___:	___:	Impractical
Interesting	___:	___:	___:	___:	___:	___:	___:	Boring
Unsatisfactory	___:	___:	___:	___:	___:	___:	___:	Satisfactory
Realistic	___:	___:	___:	___:	___:	___:	___:	Unrealistic
Unessential	___:	___:	___:	___:	___:	___:	___:	Essential
Important	___:	___:	___:	___:	___:	___:	___:	Unimportant
Harmful	___:	___:	___:	___:	___:	___:	___:	Helpful
Secure (Future)	___:	___:	___:	___:	___:	___:	___:	Insecure (Future)
Meaningless	___:	___:	___:	___:	___:	___:	___:	Meaningful
Unsuccessful	___:	___:	___:	___:	___:	___:	___:	Successful
Attractive	___:	___:	___:	___:	___:	___:	___:	Unattractive
Profitable	___:	___:	___:	___:	___:	___:	___:	Unprofitable
Definite	___:	___:	___:	___:	___:	___:	___:	Indefinite
Ineffective	___:	___:	___:	___:	___:	___:	___:	Effective
Worthless	___:	___:	___:	___:	___:	___:	___:	Valuable
Undesirable	___:	___:	___:	___:	___:	___:	___:	Desirable

CAREER EDUCATION WORKSHOP

FINAL EVALUATION FORM

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Air pollution must be attacked at the national, state, and local levels	(SA)				

This person feels in no uncertain terms that air pollution must be attacked.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The objectives of this workshop were clear to me	SA	A	U	D	SD
2. The objectives of this workshop were Not realistic	SA	A	U	D	SD
3. Specific goals and planning made it easy to work efficiently	SA	A	U	D	SD
4. The participants accepted the objectives of this workshop	SA	A	U	D	SD
5. The objectives of this workshop were not the same as my objectives . . .	SA	A	U	D	SD
6. I did not learn anything new	SA	A	U	D	SD
7. The material presented was valuable to me	SA	A	U	D	SD
8. I could have experienced as much by reading a book	SA	A	U	D	SD
9. Possible solutions to the problems I face were considered	SA	A	U	D	SD
10. The information presented was too elementary	SA	A	U	D	SD

	Strongly AGREE	Agree	Un-decided	Dis-agree	Strongly Disagree
11. The speakers really knew their subject	SA	A	U	D	SD
12. The Director was well prepared . .	SA	A	U	D	SD
13. I was stimulated to think about the topics presented	SA	A	U	D	SD
14. New contacts and associations were made which will help	SA	A	U	D	SD
15. We worked together well as a group . .	SA	A	U	D	SD
16. We did not relate theory to practice .	SA	A	U	D	SD
17. The sessions followed a logical pattern	SA	A	U	D	SD
18. The schedule was too inflexible . .	SA	A	U	D	SD
19. The group interactions were excellent .	SA	A	U	D	SD
20. There was very little time for informal dialogue	SA	A	U	D	SD
21. I did not have an opportunity to express my ideas	SA	A	U	D	SD
22. I really felt a part of the total group	SA	A	U	D	SD
23. My time was well spent	SA	A	U	D	SD
24. The workshop met my expectations . .	SA	A	U	D	SD
25. The reference materials that were provided or recommended were very helpful	SA	A	U	D	SD
26. Too much time was devoted to trivial matters	SA	A	U	D	SD
27. The information presented was too advanced	SA	A	U	D	SD
28. The content presented was applicable to the important problems in this area .	SA	A	U	D	SD
29. Workshops such as this should be offered again in future years	SA	A	U	D	SD
30. Workshops such as this will contribute greatly to stimulating interest in developing career education in the local schools	SA	A	U	D	SD

31. As a result of your participation in this workshop, what plans have you formulated for implementing career education in your school?

32. As a result of your contacts with the participants and resource people at this workshop, what plans for continuing contact with them and continuing development in career education have you formulated?

33. In your opinion, what were the major strengths of this workshop?

34. In your opinion, what were the major weaknesses of this workshop?

35. If you were to conduct a workshop similar to this one, what would you do differently from what was done in this workshop?

36. Additional comments about the workshop.

37. If you had it to do over again, would you volunteer for this workshop which you have just completed? Yes_____ No_____ Uncertain_____

38. If a workshop such as this is held again, would you recommend to your colleagues that they participate? Yes_____ No_____ Uncertain_____

Person Observed_____

Date: _____

TUCKMAN TEACHERS FEEDBACK FORM (Short Form)

1.	ORIGINAL	___: ___: ___: ___: ___: ___: ___:	CONVENTIONAL
2.	PATIENT	___: ___: ___: ___: ___: ___: ___:	IMPATIENT
3.	COLD	___: ___: ___: ___: ___: ___: ___:	WARM
4.	HOSTILE	___: ___: ___: ___: ___: ___: ___:	AMIABLE
5.	CREATIVE	___: ___: ___: ___: ___: ___: ___:	ROUTINIZED
6.	INHIBITED	___: ___: ___: ___: ___: ___: ___:	UNINHIBITED
7.	INCONOCLASTIC	___: ___: ___: ___: ___: ___: ___:	RITUALISTIC
8.	GENTLE	___: ___: ___: ___: ___: ___: ___:	HARSH
9.	UNFAIR	___: ___: ___: ___: ___: ___: ___:	FAIR
10.	CAPRICIOUS	___: ___: ___: ___: ___: ___: ___:	PURPOSEFUL
11.	CAUTIOUS	___: ___: ___: ___: ___: ___: ___:	EXPERIMENTING
12.	DISORGANIZED	___: ___: ___: ___: ___: ___: ___:	ORGANIZED
13.	UNFRIENDLY	___: ___: ___: ___: ___: ___: ___:	SOCIABLE
14.	RESOURCEFUL	___: ___: ___: ___: ___: ___: ___:	UNCERTAIN
15.	RESERVED	___: ___: ___: ___: ___: ___: ___:	OUTSPOKEN
16.	IMAGINATIVE	___: ___: ___: ___: ___: ___: ___:	EXACTING
17.	ERRATIC	___: ___: ___: ___: ___: ___: ___:	SYSTEMATIC
18.	AGGRESSIVE	___: ___: ___: ___: ___: ___: ___:	PASSIVE
19.	ACCEPTING (people)	___: ___: ___: ___: ___: ___: ___:	CRITICAL
20.	QUIET	___: ___: ___: ___: ___: ___: ___:	BUBBLY
21.	OUTGOING	___: ___: ___: ___: ___: ___: ___:	WITHDRAWN
22.	IN CONTROL	___: ___: ___: ___: ___: ___: ___:	ON THE RUN
23.	FLIGHTY	___: ___: ___: ___: ___: ___: ___:	CONSCIENTIOUS
24.	DOMINANT	___: ___: ___: ___: ___: ___: ___:	SUBMISSIVE
25.	OBSERVANT	___: ___: ___: ___: ___: ___: ___:	PREOCCUPIED
26.	INTROVERTED	___: ___: ___: ___: ___: ___: ___:	EXTROVERTED
27.	ASSERTIVE	___: ___: ___: ___: ___: ___: ___:	SOFT-SPOKEN
28.	TIMID	___: ___: ___: ___: ___: ___: ___:	ADVENTUROUS

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Person Observed_____

Date: _____

TUCKMAN TEACHER FEEDBACK FORM (Short Form)

FEEDBACK SUMMARY SHEET

I. Creativity

Item (1 + 5 + 7 + 16) - (6 + 11 + 28) + 18

(+ + +) - (+ +) + 18 = ____

II. Dynamism (dominance and energy)

Item (18 + 21 + 24 + 27) - (15 + 20 + 26) + 18

(+ + +) - (+ +) + 18 = ____

III. Organized Demeanor (organization and control)

Item (14 + 22 + 25) - (10 + 12 + 17 + 23) + 26

(+ +) - (+ + +) 26 = ____

IV. Warmth and Acceptance

Item (2 + 8 + 19) - (3 + 4 + 9 + 13) + 26

(+ +) - (+ + +) + 26 = ____

Resource Person _____

Date _____

Resource Person (RP) Evaluation

Circle the letter that best describes your opinion.

SA= Strongly Agree

A= Agree

U= Undecided

D= Disagree

SD= Strongly Disagree

1.	The RP knew his subject matter well.	SA A U D SD
2.	The RP covered his topic thoroughly.	SA A U D SD
3.	The RP presented his material at a level appropriate for his audience.	SA A U D SD
4.	The RP made his material interesting.	SA A U D SD
5.	The RP was successful in getting his points across.	SA A U D SD
6.	The RP used enough illustrations to make his ideas clear.	SA A U D SD
7.	The RP encouraged his audience to interact.	SA A U D SD
8.	The RP encouraged different points of view to be expressed.	SA A U D SD
9.	The RP attempted to tailor his approach and coverage to the needs of his audience.	SA A U D SD
10.	The RP did a good job.	SA A U D SD